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DEPARTMENT
OF
EDUCATION

CALENDAR OF THE UNIVERSITY OF OTTAWA NORMAL SCHOOL

(Supplement to Circular 600)

1952

1,000, January, 1952
Circular 601

CALENDAR OF THE UNIVERSITY OF OTTAWA NORMAL SCHOOL

Location and Courses

The courses for Interim First Class and Interim Second Class certificates, valid for five years in public and separate schools in which French is a subject of instruction with the approval of the Minister of Education, will be given during the school year 1951-52 at the University of Ottawa Normal School, 115 Wilbrod Street, Ottawa. The course leading to the Interim Second Class certificate will be discontinued from August 31, 1952, and a course leading to the Deferred Interim First Class certificate will be instituted in September, 1952. The course leading to the Interim First Class course will also be given in the University of Ottawa Normal School in 1952-53.

Conditions of Admission

The academic requirement for admission to the course leading to the Interim First Class certificate in September, 1952, will be standing in five Grade XIII papers, one of which shall be *either* English Literature *or* English Composition, and a second shall be *either* French Literature *or* French Composition for French-speaking candidates; or a degree approved by the Minister from a university in the British Empire. In lieu of the Grade XIII standing outlined above, an applicant may submit evidence of successful completion of the First Year at the University of Ottawa, provided that the course includes English 1, 1a, 1b, and French 1.

The academic requirement for admission to the course leading to the Deferred Interim First Class certificate in September, 1952, will be evidence that the applicant holds the Secondary School Graduation Diploma of the General Course with three options *and* Grade XIII standing in *either* English Literature *or* English Composition and in *either* French Literature *or* French Composition for French-speaking candidates.

The holder of a Deferred Interim First Class certificate will be granted an Interim First Class certificate upon submitting

evidence that he has fulfilled the requirements for admission to the course leading to that certificate.

Special provisions are made for the admission to Normal School of persons with service in the Forces during the war, 1939-45. Ex-servicemen and ex-servicewomen who wish to attend Normal School and who hold at least Grade XII standing are advised to place their cases before the Registrar of the Department of Education, stating the secondary school standing held, and making clear the nature and duration of their war service.

Medical Examination

Before an applicant is admitted to the Normal School, he must pass a physical examination conducted by a medical examiner appointed by the Minister of Education. The medical examination, for which a fee of $2.00 shall be paid by the applicant, will be given at the Normal School a few days before or after the opening of the first term. The applicant will be given due notice of the time and place at which he is to present himself for the examination.

Applicants who are found to suffer from a physical condition not sufficiently serious to prevent their entry into the teaching profession, but which condition in the course of time is likely to become aggravated, are required to sign a document waiving their right to be considered for a pension under the Teachers' Superannuation Fund in case of retirement because of disability.

In the event of the rejection of the applicant in consequence of the medical examination, the Department of Education will refund: the medical examination fee of $2.00; the return transportation cost between the Normal School and the applicant's place of residence in Ontario; and a sum for board and lodging at the rate of $1.00 a day from the date of the opening of the Normal School until the date the applicant was notified of his exclusion by the principal.

Other Requirements

For other requirements for admission to normal school, applicants are referred to Circular 600, *Calendar of the Normal Schools.*

PROGRAMME OF STUDIES

The programme of studies at the University of Ottawa Normal School shall be as follows:

Group I: Educational Psychology; School Management; English, Part I; English, Part II; French, Part I; French, Part II; Mathematics; Social Studies; Art; Music; Physical Education; Health; a minimum course in Science and Agriculture.

Group II: Directed observation and practice teaching in urban and rural elementary schools.

Group III: Library Methods; Religious Instruction.

Concurrently with the study of methods, there will be a review from the standpoint of pedagogy of the content of the subjects of the Primary and Junior Divisions, and of Grades VII and VIII of the Intermediate Division. While detailed treatment of the work of the Kindergarten and of Grades IX and X will not be required, attention will be directed to the place of the Kindergarten in the educational system, and to the scope and objectives of the Intermediate Division as a curriculum unit.

Directed observation and practice teaching for each student will be arranged as far as practicable to include experience in the various Divisions of the elementary school in urban and rural classrooms. Observation and practice teaching in Grades IX and X will not be required.

Students who exhibit marked deficiencies in scholarship or skills, or whose practice teaching may be affected by adverse personality factors, will be organized into groups under the guidance of the staff for the purpose of planning and carrying out a programme of self-improvement.

SESSIONAL RECORDS

Sessional records will consist of the records of term examinations, oral and written class tests, and practical work. The general attitude of the student to his work, his adaptability to teaching, and the probability of his future success as a teacher will be taken into consideration in determining his sessional standing.

A student who in any examination subject obtains 66 per cent of the marks assigned to that subject on the sessional records may, on the recommendation of the staff, be exempted from the final examination in that subject.

FINAL STANDING

The final examination papers in Group I will be prepared by the staff of the Normal School and will be written during the last five school days of the second term on the dates and at the hours set by the Department of Education. A copy of the examination time-table may be secured from the Normal School Principal or the Deputy Minister of Education after April 1st in any school year. The papers shall be as follows: Educational Psychology; School Management; English, Part I; English, Part II; French, Part I; French, Part II; Mathematics; Social Studies; Art and Music; Physical Education and Health.

The maximum number of marks for each examination subject will be 200, of which 100 will be allowed for sessional records and 100 for the final examination.

The standing of extra-mural candidates will be determined by the final written examinations. For this purpose the maximum of marks in the case of each paper will be 100.

A candidate who is otherwise qualified and who at the final examinations obtains 60 per cent of the marks in each of the examination subjects of Group I, and who obtains pass standing in practice teaching, shall, on the recommendation of the

staff, be granted an Interim Second Class certificate, or a Deferred Interim First Class certificate, or an Interim First Class certificate, according to the course to which he has been admitted.

Candidates otherwise qualified who fail in not more than two of the examination subjects of Group I, and who pass in practice teaching, may be exempted from further attendance and may complete their standing by writing at one or more future annual examinations the final paper or papers in the subjects in which they have failed.

All other candidates who have failed to secure the necessary final standing shall be required to repeat the course by attendance at a subsequent January to June term. Such students are advised, however, to repeat the entire session if possible.

During the current shortage of teachers for elementary schools special provisions have been in effect in the case of candidates who have failed to secure the required standing at normal school but who have subsequently taught successfully on Letters of Permission. Should these provisions continue in effect, information will be forwarded to unsuccessful candidates with their statements of results.

APPEALS

A candidate who has passed in practice teaching but has failed in one or more examination papers may have his case reconsidered if, within two weeks after the announcement of the results, his appeal, with a statement of the grounds on which it is based, is lodged with the Deputy Minister of Education, accompanied by a fee of $2.00 per paper. This fee will be returned to the candidate if the appeal is sustained.

GENERAL INFORMATION

For information regarding opening and closing dates of the normal school year, application for admission, board and lodging, duties of students, student organizations, etc., reference should be made to Circular 600, *Calendar of the Normal Schools*.

FINANCIAL ASSISTANCE

Assistance is available in the form of loans, adequately secured, towards the cost of board and travelling expenses in the case of students who cannot reach the University of Ottawa Normal School daily by ordinary means of transportation, such as street cars, buses, travel by commutation tickets on the railroad, etc. Such loans are made only to assist the student in meeting expenses for board and travelling as certified by the principal, and in no case shall exceed 70 cents per day for board. Students who have had financial aid for a professional course of one year will not be eligible to receive further loans. Loans are to be repaid to the Department of Education on the following conditions: (a) the full loan is to be repaid if the students fail to complete courses or to give service as teachers in the schools; (b) each full year of service will relieve the guarantor of the obligation to pay one-fourth of the loan, so that the loan will be cancelled completely at the end of four years of service.

COURSES OF STUDY

Reference to Circular 600

The details of the courses common to the University of Ottawa Normal School and the other Provincial Normal Schools will be found in Circular 600. The courses in Science and Agriculture, Industrial Arts, and Home Economics, as given in the other Provincial Normal Schools are replaced in the University of Ottawa Normal School by courses in French, Part I, and French, Part II, although a minimum course in Science and Agriculture is provided. The courses in English, Part I, and English, Part II, outlined below, are to be substituted for the corresponding courses outlined in Circular 600.

Français, 1ère Partie

(Division primaire)

La diction

L'amélioration de la prononciation et de l'articulation; exercices appropriés; le chant; l'acquisition de bonnes habitudes de langage; la correction des fautes courantes; l'exemple du maître.

La lecture

Son importance; préparation et initiation à la lecture; méthodes à recommander; lecture expressive; lecture silencieuse; travail personnel; défauts en lecture, corrections; lecture supplémentaire tirée des leçons de composition orale; manuels de lecture; manuel de base; livres supplémentaires; la lecture et la diction; corrélation entre la lecture, l'écriture et l'orthographe.

La littérature

Son but; l'étude de contes, de poèmes faisant appel aux jeunes enfants; la narration d'un conte; l'enseignement d'un poème; la mémorisation.

La composition

Son importance; les conditions qui favorisent le bon langage; la correction et l'enrichissement du vocabulaire: historiette, composition d'après image, causerie familière, leçon d'observation, emploi des verbes fréquemment usités.

L'orthographe

Son importance; l'orthographe grammaticale: matière à enseigner; méthodes à suivre; l'orthographe usuelle: choix de mots; méthode sensorielle; corrélation entre l'orthographe et les autres matières. L'enseignement occasionnel de l'orthographe.

Français, 2e Partie

(Division junior; division intermédiaire: 7e et 8e années)

La diction

Son importance; moyens de faire acquérir une bonne diction: exemple du maître, chant, conversation, lecture orale, exercices spéciaux. La correction des fautes habituelles; les "bouches molles": causes, remèdes; l'étude de la phonétique par le maître.

La lecture

Son importance; objectifs à atteindre; fautes habituelles; enseignement préventif et enseignement correctif; étude des manuels approuvés; le livre du maître; genres de lecture; corrélation; bibliothèque scolaire.

La littérature

Objectifs à atteindre; prose et poésie aux différents stades de la scolarité; la leçon de littérature; la mémorisation; les centres d'intérêt; l'étude élémentaire de la versification; la bibliothèque scolaire; la formation littéraire de l'instituteur.

La composition

Discussion des méthodes propres à améliorer le parler de l'enfant: historiette, composition d'après image, causerie familière, exercice d'observation, correction de fautes habituelles; le carnet de vocabulaire; l'emploi du dictionnaire; l'initiation à la rédaction; la lettre; choix de sujets; opérations fondamentales: invention, disposition, expression; correction; corrélation entre la composition et les autres sujets; la bibliothèque scolaire.

L'orthographe

L'étude des manuels approuvés; la leçon d'orthographe; la forme variée des leçons de revue; nécessité de soigner l'orthographe dans tout devoir écrit; l'emploi de dictionnaire; la corrélation entre l'orthographe et la lecture supplémentaire; la dictée préparée et la dictée à première vue; la correction des fautes; les concours.

La grammaire

Son utilité particulière dans l'étude du français; ce qu'on doit enseigner aux différents stades de la scolarité; les parties variables du discours: leur importance; l'enseignement basé sur la langue que parle l'enfant. Méthode discursive dans la découverte des règles et des définitions; les propositions; construction de phrases renfermant des propositions de divers genres; analyse de la phrase.

English, Part I

(Primary Division)

Speech

Aims of speech instruction with respect to English in classes attended by French-speaking pupils in the Primary Division; conversation lessons to establish desirable speech habits; preventive and remedial treatment of faults in speech prevalent among French-speaking pupils.

Reading

Reading readiness in French-speaking classes with respect to English reading; methods of teaching reading; treatment of phonic values different or absent in French; reading groups; reading levels; reading skills; common reading disabilities; use of approved basic readers: use of teachers' manuals; supplementary reading; the school library.

Literature

Stories within the capacity of French-speaking pupils to understand and enjoy; simple rhymes and verses; methods of presentation; memorization; story telling.

Composition

Composition lessons to provide a basic vocabulary; the direct method *versus* the translation method; development of connected sequential expression; formal lessons based on personal experiences, stories for reproduction, pictures, familiar objects, dramatization; informal use of English in ordinary school activities; adjustment of teaching procedures to meet needs of particular school areas.

Writing

Advantages of print-script in the Primary Division; methods of teaching; letter forms at successive levels of attainment; standards; example of the teacher; writing and the left-handed child.

Spelling

Methods of teaching; careful supervision of written work; use of approved text-books; causes of poor spelling; remedial work.

English, Part II

(Junior Division and Grades VII and VIII of Intermediate Division)

Speech

Aims of speech instruction with respect to English in classes attended by French-speaking pupils in the Junior Division and in Grades VII and VIII of the Intermediate Division; opportunities for oral expression in the classroom; encouragement of desirable speech habits; example of the teacher; preventive and remedial treatment of faults in speech prevalent among French-speaking pupils.

Reading

Objectives in English reading instruction in the Junior Division and in Grades VII and VIII of the Intermediate Division; reading groups; reading skills; testing and remedial work; use of approved readers; use of teachers' manuals; types of reading; supplementary reading; the school library; library skills.

Literature

Objectives in the study of English literature; methods of teaching; selection of stories and poems within the abilities of French-speaking pupils at various levels in the Junior Division and in Grades VII and VIII of the Intermediate Division; guiding individual reading; the school library; using the services of the public library; travelling libraries.

Composition

Methods of teaching oral and written composition; choice of content to give French-speaking pupils a practical working knowledge of English; conversation; story telling; dramatization; opportunities for oral and written language expression in the classroom and on the playground; word study; systematic use of English in teaching school subjects other than the formal branches of English; sentence study; paragraph study; correct language forms; mechanics; marking pupils' oral and written compositions; goals of achievement at the various grade levels.

Writing

Methods of teaching writing; transition from print-script to round-hand writing; slanted cursive writing; supervision of writing in daily work; uniformity and individuality; writing and the left-handed pupil; use of standard scales in judging writing; example of the teacher.

Spelling

Careful supervision of written work; methods of teaching spelling; use of approved text-books.

Grammar

Aim and scope of a typical course in Grammar in Grades VII and VIII; relation of French and English grammar; methods of teaching English grammar to French-speaking pupils; constructions and usage which have a direct bearing on the pupils' understanding and use of the English language; application to oral and written English.

BOOKS OF REFERENCE

French

Cahiers de Pédagogie moderne: *L'enseignement du français*, 3e édition, (1949). *Méthodes de lecture*, (1947). *Vocabulaire et élocution*, (1950). Editions Bourrelier et Cie, 55, rue Saint-Placide, Paris, France.

Donnay, Jacques: *La Fonction de la globalisation*, (1946). Editions DeSoer, 21, rue Ste-Véronique, Liège, Belgique.

Durand, Suzanne Marie: *Pour ou contre l'éducation nouvelle*, (1951). Desclée de Brouwer, Bruges, Belgique.

Frère Léon: *Hors des sentiers battus*, 2 tomes, (1948). Procure des FF. Maristes, Iberville, P.Q.

Laurence, Jean Marie: *Notes méthodologiques sur l'enseignement du français*, (1945). Le Centre de Psychologie et de Pédagogie, 4803, rue Parthenais Montréal.

Poriniot, Léon: *La composition française à l'école active*, (1931). Maurice Lamertin, Editeur, 58-60, rue Coudenberg, Bruxelles, Belgique.

Vinette, Roland: *Méthodologie spéciale*, (1950). Le Centre de Psychologie et de Pédagogie, 4803, rue Parthenais, Montréal.

Avis: On peut se procurer la plupart des manuels publiés en France et en Belgique à la Librairie Granger Frères ou à la Librairie Beauchemin, Montréal.

English

Arbuthnot: *Children and Books*, *Time for Poetry*. Scott Foresman (Gage), 1947, 1951.

Amoss and DeLaporte: *Training Handicapped Children*, Ryerson Press, 1939.

Blaisdell: *Ways to Teach English*. Doubleday Doran (McClelland and Stewart), 1930.

Braunshausen: *Le bilinguisme et les méthodes d'enseignement des langues étrangères*. Imprimerie G. Thone, Liège, Belgique.

Broom, Duncan, Emig, Steuber: *Effective Reading Instruction*. McGraw-Hill, 1951.

Davis, Cantelon, Scott, Edwards: *Using Our Language, Grade VII, Grade VIII*. Dent, 1951.

Diltz and Cavell: *Living English*. Clarke, Irwin, 1938.

Gates: *New Methods in Primary Reading*, Bureau of Publications, Teachers College, Columbia University, New York, 1930; *The Improvement of Reading (Revised)*. Macmillan, 1935; *Teacher's Manual to the Pupils' Own Vocabulary Spellers*, Macmillan, 1944.

Gray: *Classroom Techniques in Improving Reading*. University of Chicago Press (Gage).

Gullan: *Speech Training in the School.* Evans Bros. (British Book Service).

Harrison: *Reading Readiness (Revised).* Houghton Mifflin (Renouf), 1939.

Hatfield, Lewis, et al: *Junior English Activities, Books I and II,* Gage.

Hildreth: *Learning the Three R's.* Educational Publishing Co., 1947.

Luke: *The Teaching of Reading by the Sentence Method (Revised).* (British Book Service), 1937.

Morris: *Teaching of English as a Second Language.* Macmillan, 1945.

Reade: *Improve Your Accent.* Macmillan, 1945.

Smith: *One Hundred Ways of Teaching Silent Reading.* World Book Co., 1925.

Stirling et al: *English Is Our Language, Grades I-VIII.* Heath (Copp Clark), 1950.

Stothers et al: *A Canadian Word List.* Ryerson, 1947.

Stothers and Trusler: *A Basic Writing Course, Grades I-VIII.* Gage, 1950.

Teachers' Manuals for Readers and Spelling Books approved for use in the Public and Separate Schools of Ontario.

Trommer and Regan: *Directing Language Power in the Elementary School Child.* Macmillan, 1938.